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CD 511 The Pastor and Christian Discipleship

Daryl L. Smith

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CD511: THE PASTOR & CHRISTIAN DISCIPLESHIP

Facilitator: **Daryl L Smith**, Ed.D.

Associate Professor of Supervised Ministry and Christian Leadership

tel: (o) 407-482-7657 • (h) 407-971-6376 • email: Daryl_Smith@asburyseminary.edu

This course explores roles and responsibilities of the "pastor as teacher," including foundational studies in teaching, program planning, leader/teacher development, with special focus on nurturing, facilitating, administering and coordinating the church's Christian-discipling ministries.

(revised.2.7.05)

Welcome to *The Pastor and Christian Discipleship*. The weeks we have together will be a great time of both learning and building relationships. My commitment is for you to find direct application from this class to your ministry—every part is important. The sessions are designed to be interactive as we learn from one another. Thus, you will enjoy the privilege of working several hours with a small group of colleagues. Let's pray that God will grow each of us more and more into the image of Jesus—then send us forth as effective disciple-makers—because we have shared these days.

COURSE OBJECTIVES

The focus of this course is to assist you in growing your ability to communicate the Christian faith through teaching and discipling ministries with children, youth, and adults, and to lead others to become involved and grow in their abilities to serve effectively in these ministries.

After completing this course you will be able to:

1. Articulate biblical and theological principles on which to base the discipleship/educational ministry of the church, its purpose, process, and leadership roles.
2. Evaluate educational perspectives from the social sciences, the cultural media and the field of religious education.
3. Develop a theology and philosophy of discipleship/Christian education that integrates findings from the social sciences with biblical principles and theological perspectives.
4. Design teaching plans using learning-style models of instruction.
5. Articulate the importance of recruiting and equipping unpaid servants for ministries with children, youth, and adults.
6. Use insights from change theory and design plans for leading volunteers to evaluate and implement new ways of doing discipleship/Christian education ministries.
7. Articulate the crucial relationship between Christian education and evangelism.
8. Express a growing understanding of discipleship/Christian education's essential role in helping the people of God fulfill the great commission.

ASSIGNMENT GUIDELINES

Please read directions carefully for each assignment!

Writing: Writing clearly and concisely is an important measure of graduate study. Therefore, all papers submitted for this class must be within the maximum **defined length, typed, double-spaced, documented** (using an official form of documentation) when drawing from readings or class notes, and use **12-point font**.

Inclusive language is expected when referring to human beings in writing and speaking.

Also, include your name and student ID number on each assignment. I want to make sure you get credit for your work.

Late work: Assignments turned in late, without the professor's prior approval, will have the grade lowered 20 %. Grades will NOT be our focus but promptly completing assignments keeps you growing with the class.

Using the Internet: You may send assignments on *First Class*, with the professor pre-approval. Please send as attachments in MSWord or MSeExcel.

Class Attendance: Regular class attendance is expected since interaction between us as learners is an integral part of the learning process.

Re-writing: If you discover a difficulty with a *formative* assignment and want to re-write for a higher grade, you may arrange such an option with the professor (depending on how many points you missed). *Summative* assignments may not be re-written.

Timely & Substantive Feedback: I will attempt to return on-time assignments by the next class period, adding notes to help you work more effectively on the next assignment.

ASSIGNMENTS:

I. Readings:

You will read from **seven** sources, **six** on the Required Readings and **one** from the Choose One list.

For the class sessions to remain a rich, growing experience, it is imperative that all readings be ready on time. Consult the Course Schedule for dates when the specific readings are due.

A. Required---

1. ***Roaring Lambs*** by Bob Briner (Grand Rapids: Zondervan, 1993; 175 pages).
2. ***10 Lies the Church Tells Women*** by J. Lee Grady (Lake Mary, FL: Creation House; 205 pages).
3. ***John Wesley's Class Meeting*** by D. Michael Henderson (Nappanee, IN: Evangel Press, 1997; use pages 83-160).
4. ***About Learning*** by Bernice McCarthy (Wauconda, IL: About Learning, Inc., 2000; 288 pages). [tel: 1-800-822-4628]
5. ***Why Nobody Learns Much about Anything in Church*** by Thom & Joani Schultz (Loveland, CO: Group, 2003, 240 pages).
6. ***Patterns in Moral Development*** by Catherine M. Stonehouse (Eugene, OR: Wipf and Stock Publishers, 2000, 148 pages).

Reading Reports: (25 pts. each) [FORMATIVE]

For each Required Reading you will write a report. Each paper will be NO MORE than 4 pages long, and include the following 5 sections:

[Adapted from Personal Reflection Action Response (P.R.A.R.) by Dr. Donald Joy.]

- a. (2) **Bibliographic material.** The title, author, publisher, date (or issue), in proper bibliographic form.
- b. (10) **Your top-five list of most important insights**—Write a brief statement for each insight; number and document (page #, etc.) each one; then write a 2-3 sentence paragraph for each “insight statement” telling why the insight is important to you.
- c. (5) **Tell your story**—Connect the reading to a personal discipling experience; a “case” you know well that connects with a major point in your reading.
- d. (4) **Action you must take or have taken** (e.g. interacted with spouse, contacted a friend, changed an area of your leadership) beyond praying and thinking about it, as a result of this reading.
- e. (4) **Reflective Questions** that are most challenging or most troublesome that we should probably discuss as a class. Minimum 4 GOOD questions.

B. Choose One---

1. ***Eve's Daughters*** by Lynn Austin (Bethany House, 1999; 428 pages).
2. ***Empower Your Kids to be Adults*** by Donald M. Joy (Nappanee, IN: Evangel Press, 2000; 116 pages).
3. ***Knowing God in Childhood*** by Catherine Stonehouse (Christian Ed. Journal, vol.5, 2, Fall 2001, pp. 27-45).

Choose One Group Reports (55 points) [FORMATIVE]

Each Small Group member will choose one of the three “Choose One” books/articles (All books must be covered in your group). By the deadline, **April 5**, you will verbally report your readings to your group and your group will submit a brief written report (3 pages, plus cover) from the “sharing times.” Staple together.

The report must include:

>(10 pts) Cover sheet with:

- Group Member’s names
- Book each read
- Date each was presented to group

>(15 pts each) One page per book:

- Bibliographic info
- (10)Top 5 insights discussed from each book
- (5)One paragraph summary of the group’s response to the reading

II. Basic Beliefs Summary and Reflection Paper: (115 pts.) [SUMMATIVE]

As you proceed through the semester’s work, collect a list of statements from your readings and class notes that (a) **articulate your basic beliefs about effective discipleship** ministries. Each statement should be no more than 30 words in length. With each statement, give the source from which you drew the concept—book title and page numbers, scripture reference, or class notes with date.

Example: Effective discipling begins with the teacher or parent’s relationship with God (Deut. 6:5-6, Class 3/12/01)

Your final paper will be due **May 10**. You should have 6-8 pages of statements drawn from the readings and class discussions. Insights from **ALL** reading materials and major class discussion themes are expected (b)

Using your collection of statements, you will write a 2-5 page Reflection Paper that (c) capsulizes your understandings of the primary point of discipling ministry (using ideas captured from your Basic Beliefs notes) and (d) Reflects on how your ministry will be different because of your time in this class.

When you turn in your paper, attach your Reflective Paper to the front of the Basic Beliefs Summary. Please attach a cover page with your name and class title on it.

Grading Criteria

- a. Clarity and significance of statements (20 points)
- b. Inclusiveness of statements [5 x 9 books (45) + class (10) = 55 points]
- c. Ability to demonstrate ownership of and articulate basic concepts in own language. (20 points)
- d. Integration of theological concepts into personal ministry setting. (20 points)

III. Learning Team Projects

You will join with a Small Group of 4-5 persons for the semester. You will meet for small group work and two projects as outlined below.

A. Small Group Time (110 points)

Each week you will use a Small Group Guide to work through as a group. During weeks 1-3, you will work on the guides during class time, that I create for you. For the remaining 8 weeks, you will create your own Small Group Guide and work on it in person or on First Class (you may use “Live Chat”)—minimum 1/2 hour. You will then post your Small Group Guide and the script of your Small Group Session to the Office Folder for me to review.

For your on-line Chat, please choose a time by **Feb. 15**, and submit to me, so we can make sure each group gets a time slot.

B. Worship and Sacramental Plans Project (100 points.) [SUMMATIVE]

One of the areas we will explore this semester is how the pastor can disciple the whole congregation through the sacraments. We are expanding on that principle to include an entire worship experience. How might you as pastors lead your congregation in a celebration of worship, including one sacrament, so that they experience spiritual formation through worship—as a “means of grace” that becomes a worship/sacramental pedagogy?

Your group will select a specific sacrament and develop a worship plan to enhance its effectiveness in the spiritual formation of the congregation. Use the following steps in the process.

- 1) **Assign each group member** to a role in the worship experience, as part of the worship-planning team. Include at least: **preacher/pastor, audio/video/sound, music, and worship leader**. Each team member must have at least one specific role.
- 2) **Select the audience** for your worship experience e.g. children, youth, adult, retreat, etc.
- 3) **Select a sacrament** for your worship experience.
- 4) As a group, discuss how you could prepare the people for the worship and sacrament. How might you lead people in the sacrament so that it becomes an even more powerful means of God’s grace. What models have you seen, used or thought of using that would make the sacrament, in particular, and worship, as a whole, more meaningful? What insights from this course give

- ideas to be used in your plan? Group members may want to seek out other creative ideas from reading or conversation with a pastor.
- 5) **Select a metaphor** for your worship experience that expresses the scripture and sermon theme.
 - 6) Based on the above discussion and research, as a group, develop the overall worship plan/liturgy design, including the sacrament. Then, each person will individually create their “piece” of the worship experience in a **2-3 page outline** including a **50-100 (maximum) word summary** of **how their part enhances more effective spiritual formation in the congregation, as part of the total worship experience**. Attach any special features, new music or liturgy that may be written for this project.
 - 7) As a group discuss each other’s segment, and offer refinements. Make sure each part of the worship **incorporates the Learning Styles teaching model** and principles presented in CD511.
 - 8) As a group prepare a **1-page introduction** to the Worship Experience in which you **articulate why and how you believe these plans will enhance the spiritual growth** of children, youth, and/or adults in your congregation.
 - 9) Design a **30 minute** [Time limits will be strictly observed.] abbreviated version of your worship experience. Include the needed resources, media, etc.
 - 10) On **April 19** you will share your worship experience with the class. Present a copy of all your outlines, introduction, resources, etc. to the professor with a cover sheet listing the names of each team-member and the part they contributed.

Presentation Grading Criteria [See Grading Rubric for details.]

- a) (10) Significance of the plans for enhanced learning and spiritual formation.
- b) (10) Appropriateness and effectiveness of the metaphor.
- c) (10) Effective use of media.
- d) (10) Effective implementation of learning styles and developmental theory.
- e) (10) Age appropriateness of content and the teaching approach.
- f) (10) Thoughtfulness and quality of resource materials.
- g) (10) Presentation quality and effectiveness.
- h) (10) Thoroughness of Introduction page.

All group members will receive the same number of points for this presentation except for the following individual **contribution and outlines** assignment.

- i) (10) Effectiveness of each person’s contribution to the presentation.
- j) (10) Thoroughness of the individually written outline.

GRADING

Each assignment has a set number of points that are totaled for the final grade as follows:

Your Choice	55 points
Reading Reports (6 papers x 25 pts)	150 points
Basic Beliefs/Reflection Paper	115 points
Worship & Sacramental Plan	100 points
Small Group Participation (11x10 pts)	110 points
Participation & Attendance	20 points
TOTALS	550 points

Grading Scale:

550-506 = A (92%) 505-451 = B (82%) 450-396 = C (72%)

COURSE CALENDAR—Spring 2005

[The professor may necessarily make changes to this schedule during the semester.
Students are responsible to meet the amended schedule requirements.]

(revised 2.7.04)

DATE	CONTENT/SUBJECT FOCUS	READING COMPLETED	ASSIGNMENTS DUE
Feb 8	>Developing A Philosophy/Theology of Christian Discipleship >Study groups form and plan work strategies >Biblical Foundations for the purpose of the Church & Discipleship >Jesus as the Model Teacher >Groups begin together	Ephesians 4; Mark 1-4; Deuteronomy 6; Acts 2:42-47	>Small Group #1 (in class)
Feb 15	>Developing a Biblical and Wesleyan Foundation (continued) >Defining Disciple-making/Christian Formation >Biblical models in the Old and New Testaments >A Wesleyan view of Christian discipleship	<i>Wesley's Class...</i> pp. 83-160	>Wesley's Class... >Group Scripture report >Small Group #2 (in class)
Feb 22	>Learning to Look at and Engage the Culture >Connecting to where non-Christians think and live >Connecting to Christians at various points of maturity >GROUP TIME for Outlining Projects	<i>Roaring Lambs.</i>	>Roaring Lambs >Small Group #3 (on-line script)
Mar 1	>Keeping a Developmental Perspective. >Recognizing how persons develop >Introduction to Learning Styles inventories	<i>Patterns in...</i>	>Patterns in... >Small Group #4 (on-line script)
Mar 8	>Learning Styles and Brain Theories >Using the 4-MAT model	<i>About Learning pp. vii-239</i>	>Small Group #5 (on-line script)
Mar 15	>Applying Learning Styles & Moral Development >Using the sacraments & children's sermons >Looking at other ethnic/cultural groups >Use "Teaching Methods" >Re-visit "Ancient-Future Faith"	<i>About Learning pp. 291-385</i> Choose One	>About Learning >Small Group #6 (on-line script)

Mar 22	Spring Break	-----	-----
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Mar 29	> <i>Les Miserables</i> : a case study in life formation		
Apr 5	>Ministry with Children >Growing a children's ministry >Application of Austin and family systems	Choose One books/article	>Your Choice Reports >Small Group #7 (on-line script)
Apr 12	>Developing Vital Teen Ministry >Moving teens to adulthood >Transition Models: guiding ministry change	<i>Empower...</i>	>Small Group #8 (on-line script)
Apr 19	GROUP WORSHIP & SACRAMENT PRESENTATIONS		>Small Group #9 (on-line script)
Apr 26	>Men's and Women's Issues >Review Final Projects >Digging out Genesis 1-5 >Men's connection to their father >Women and men as models of the image of God in formation		> 10 Lies the church... >Small Group 10 (on-line script)
May 3	>Small groups as the Core of Discipleship >Building a climate of community >Small group leadership seminar >Models for using existing structures e.g. Sunday School	John 13	> Why nobody... >Small Group 11 (on-line script)
May 10	Make up material		